

SPELLER

FOR

ELEMENTARY
SCHOOLS

BOOK I

CALIFORNIA STATE SERIES

SPELLER

FOR

SECOND, THIRD, AND FOURTH GRADES

BY

GRACE M. FERNALD, Ph.D.

REVISED AND ADOPTED
BY THE CALIFORNIA STATE BOARD OF EDUCATION

Copyright, 1918

BY THE PEOPLE OF THE STATE OF CALIFORNIA

Copyright, 1918

BY GRACE M. FERNALD

CALIFORNIA STATE PRINTING OFFICE
SACRAMENTO

1918

Digitized by the Internet Archive
in 2010

CHILDREN'S PREFACE

The Reason for Spelling

You study spelling in school so that you may write words correctly.

How Words Can Be Remembered

The words you are expected to study are usually either written on the blackboard or given to you in books. In order that you may be able to write a word correctly you must remember it in some way, so that you will know how to write it when you do not have a copy of it before you. Some people remember words by getting pictures of them in their minds, other people have to think how the words or the letters sound when they say them, and still others have to feel themselves writing the words.

What You Should Do to Learn a New Word

1. Look at the word very carefully and say it over to yourself. If you are not sure of the pronunciation, ask the teacher to say it for you or else look it up in the dictionary.

2. See if the word can be written just the way you say it. Mark any part of the word that cannot be written the way you say it.

3. Shut your eyes and see if you can get a picture of the word in your mind. If you cannot get a clear picture of the word, you can remember the parts that are written the way you say them by pronouncing the word over to yourself or feeling your hand make the movements of writing the word. If you are learning the word "separate," all you need to do is to say the word "separate" to yourself very carefully and then write what you say.

If there are any parts of a word which you cannot write the way you say them, try to get a clear picture of these syllables in your mind. If you cannot get a perfectly clear picture of these parts of the word, you will probably have to remember them by saying something you can write. Say the letters, if necessary, for these syllables of the word, but not for the rest of the word. For example, in the word "lieutenant," you could write the last part of the word the way you say it, but you would have to get a picture of the first part of the word, lieu, or else you would have to say the letters l-i-e-u or feel your hand moving as it does when you write the letters.

4. When you are perfectly sure of every part of the word, shut your book or cover the word and write it, saying each syllable to yourself while you write it.

5. If the word is difficult, turn the paper over and write it again. Never copy the word directly from the book or from the one you have just written, but always write it from your memory of it.

6. Later in the day try writing the word again from memory. If you are not sure of it, look it up again before you try to write it.

What Words Should Be Learned

Some words have to be used no matter what we happen to be writing about. We should learn these first of all. Dr. Ayres of The Russell Sage Foundation has made a list of the 1,000 words that seem to be the most common in the English language. You will find these words printed in this book in heavy type at the beginning of each grade list. Be sure to learn them very thoroughly because they will always be useful to you.

Use of Alphabetical Word List at End of Book

At the end of your book all the words in the whole book are arranged in alphabetical order so that you can find very quickly any word you have ever studied. If you are doubtful about the spelling of any word, look it up and do just what you do when you learn a word the first time. Picture it, if you can, say it over to yourself, mark any part you cannot write as you say it, shut your book and write the word. This will take a few seconds when you look the word up, but will save you much time when you need to use the word in business or other writing.

Make Your Own Spelling Book

The Speller gives words that you will all probably need to use in writing, but, in addition to these, you must have some words that tell about the things that especially interest you. You should have a list of your own words—we call it your own vocabulary—just as you have your own clothes and toys and other possessions.

Each year make a little book of your own and write in it all the words that specially belong to you. Be sure that every word in the book is really yours and not just borrowed from the dictionary. Have it a real part of you before you write it in your book and then write it once in a while to be sure you do not lose it.

Never Write a Word Incorrectly

If you are not sure how to write a word, ask the teacher or look it up in your speller or your dictionary. If you will do this, it will soon be so natural for you to write the word correctly that you will never write it any other way.

TEACHER'S PREFACE

The selection of words in this book is based entirely on experimental studies of the words actually used by school children. We are indebted to The Russell Sage Foundation, to Prof. W. Franklin Jones of the University of South Dakota, and to Mr. J. W. Groves, Supervising Principal of the Ontario (California) Schools, for permission to use extensive experimental lists already worked out.

These word lists were supplemented by lists made up of the words used in 8,000 compositions written by California school children. These compositions were collected by the Southern California Committee on Minimum Essentials.† One thousand of these compositions are from Los Angeles schools,‡ and the remainder from districts represented by various members of the committee.

CONTENT OF WORD LISTS

Words in Group A. The words printed in heavy type at the beginning of each grade list are the Ayres words for that grade.* (See Manual, Chapt. V.) The Ayres words must be taught because the child will need them "no matter what the subject under discussion may be." Children should have the significance of the Ayres words explained to them. If this is done, it will be found that most of the children will become very much interested in mastering these words. Children's interest in the Ayres list may be stimulated by suggesting that they check up the words in stories and school books to see how many words on a given page or in a

†Members of committee: Mr. W. C. Roberts, Santa Ana, Chairman; Miss Edith Blakemore, Pomona; Miss Carrie Barton, Long Beach; Miss Ava Gary, Santa Monica; Miss Elizabeth Wright, Redlands; Miss Inez E. Hancock, Riverside; Miss Edith Urquhart, San Bernardino; L. Elston Glenn, Pasadena.

‡Schools contributing compositions: Logan Street, East Sixteenth Street, East First Street, and Grant.

*In this book, 79 per cent in terms of the Ayers Scale was taken as the upper limit for the Ayres words of each grade list.

given paragraph are Ayres words. The alphabetical list of words at the end of the book can be used for this as the Ayres words are in heavy type. As soon as the children realize that a thousand words constitute approximately nine-tenths of all the words they will need to use in ordinary writing, they take the initiative in making themselves perfect in the use of these words.

Words in Group B. The second section of the words in each grade is composed of words which are common to at least the Jones, the Ontario and to our own word lists, but are not in the Ayres list. The fact that certain words are found in all these lists means that these words are those used by children of a given grade in discussing those subjects which interest them at a certain age. The ideal way to teach these words would be in connection with the child's individual interests. The child who is learning words because he wishes to use them in self-expression has a genuine interest in the words themselves. Moreover, the motor expression—writing the word—is spontaneous and repeated each time the child has occasion to use the word, so that the habit of writing the word correctly is formed without the tedious formal “drill work” which has been so irksome to most children. The teacher who will teach words so that the child learns for himself those words which he wishes to write, can use the Speller merely as an outline for the final review at the end of the term. If the words are correctly chosen and the child has been correctly taught, he will know the words included in Group B.

Words in Group C. The third section of words in each grade is made up of those which are in the California lists only. These words are important as most of them are either California words, such as **bungalow**, **arroyo**, **Japanese**, or they are war words representing the shift of interest to the world war conditions.

Alphabetical List of Words.¹ At the end of the first book is an alphabetical list of all the words in the book, so that the child may readily find any word that he has ever learned, when he has occasion to use it. A similar list, at the end of the second book, will give all the words in both books. The child should be encouraged to look up any word he is not sure he can spell correctly, take a moment to fix the word, and then write it from the memory image. The child who makes it a rule never to write a word incorrectly cannot escape ultimate mastery of the words he writes. The word list in each book will be very easy to handle and will give the child means of avoiding bad word habits.¹

Supplementary Individual Lists. From the very beginning of his written work, the child should have his own individual word list. In each grade he should have a little book which he can make and decorate himself, and in which he can write all the new words he has occasion to use. In this book he would have the names of the members of his own family, his pets, local objects of interest, words (whether in his speller or not) that have given him special difficulty, and all those words that deal with his own special interests as distinct from those of any one else.

The book should represent, furthermore, the child's actual writing vocabulary. He should learn each word before he writes it in his book and should test himself on the words from time to time to be sure that he can write them correctly.

Methods of Teaching Spelling. Details concerning methods of instruction in spelling are given in the Manual which accompanies this series of textbooks. The teacher is earnestly requested to give careful attention to the problems discussed in this Manual, as it is much more important that

¹A few of the words given in the alphabetical list are omitted in the lessons. These are words which the children used, but which it does not seem desirable to emphasize.

the child should know how to study new words than that he shou'd be forced arbitrarily to memorize any fixed series of words.

Context for Spelling Words. No attempt has been made to arrange sentences for the words in the speller. Such sentences are artificial and lacking in contextual value. Moreover such sentences as are usually given in spelling books tend to fix peculiar and limited associations with the word. The context for the word should be some idea which the child wishes to express in writing. Words should not be forced upon the child before he has this background for them. We give children enough verbal inanities without compiling our spelling books on this principle.

As has already been stated, the purpose of the spelling lesson should be to teach words which the child has already used in speech or in reading and which he now wishes to use in writing. The child should early form the habit of looking up in the dictionary all words whose meaning he does not know.

SECOND GRADE**List A (Ayres Words)**

me	you	time	ring
do	will	may	live
and	we	into	kill
go	an	him	late
at	my	today	let
on	up	look	big
a	last	did	mother
it	not	like	three
is	us	six	land
she	am	boy	cold
can	good	book	hot
see	little	by	hat
run	ago	have	child
the	old	are	ice
in	bad	had	play
so	red	over	sea
no	of	must	day
now	be	make	eat
man	but	school	sit
ten	this	street	lot
bed	all	say	box
top	your	come	belong
he	out	hand	door

yes	way	I	baby
low	get	as	well
soft	home	send	about
stand	much	one	men
yard	call	has	for
bring	long	some	ran
tell	love	if	was
five	then	how	that
ball	house	her	his
law	year	them	led
ask	to	other	lay
just			

THIRD GRADE**List A (Ayres Words)**

nine	lake	letter	seven
face	page	take	forget
miss	nice	Mr.	happy
ride	end	after	noon
tree	fall	thing	think
sick	feet	what	sister
got	went	than	cast
north	back	its	card
white	away	very	south
spent	paper	or	deep
foot	put	thank	inside
blow	each	dear	blue
block	soon	west	post
spring	came	sold	town
river	Sunday	told	stay
plant	show	best	grand
cut	Monday	form	outside
song	yet	far	dark
winter	find	gave	band
stone	give	alike	game
free	new	add	boat

rest	want	print	any
east	girl	air	could
son	part	fill	should
help	still	along	city
hard	place	lost	only
race	report	name	where
cover	never	room	week
fire	found	hope	first
age	side	same	sent
gold	kind	glad	mile
read	life	with	seem
fine	here	mine	even
cannot	car	became	without
May	word	brother	afternoon
line	every	rain	Friday
left	under	keep	hour
ship	most	start	wife
train	made	mail	state
saw	said	eye	July
pay	work	glass	head
large	our	party	story
near	more	upon	open
down	when	two	short
why	from	they	lady
bill	wind	would	reach

better	delay	finish	full
water	pound	hurt	fail
round	behind	maybe	set
cost	around	across	stamp
price	burn	tonight	light
become	camp	tenth	coming
class	bear	sir	cent
horse	clear	these	night
care	clean	club	pass
try	spell	seen	shut
move	poor	felt	easy

List B

mama	grandma	cousin	master
papa	grandpa	nurse	self
pet	dog	bird	robin
puppy	cat	pigeon	duck
goose	cow	hen	rat
geese	pig	fish	mice
food	dinner	soup	loaf
dough	supper	milk	egg
bread	cream	cookies	apple
butter	corn	cake	lemon

crumbs	cook	fry	fed
flour	cooking	drink	feed
dish	bowl	fork	spoon
cup	bottle	pan	shelf
basket	clock	cloth	rope
clothes	bell	string	bag
hall	chair	quilt	pen
floor	cradle	ink	pencil
farm	fence	mill	buggy
barn	gate	cart	sled
shovel	seed	nut	dig
chop	acorn	hay	digging
dry	pull	hit	dug
drying	climb	wipe	hunt
laugh	sat	fly	float
ate	bite	flew	roll
fade	chasing	crack	comb
chase	saving	break	curl
rose	dust	snow	sky
rock	sand	mud	sun
bark	brush	leaf	park
log	branch	moss	pasture

rode	dream	dance	awake
sleep	dreamed	dancing	hide
kiss	giant	shadow	bee
kissed	fairy	hid	bug
bat	count	rang	stepped
bow	bent	absent	tried
ear	finger	leg	arm
nose	hair	toes	tongue
hadn't	wouldn't	doing	having
didn't	can't	going	jumping
cap	yellow	green	wore
shoes	pink	gray	worn
shop	tin	hill	ill
brass	tip	bud	till
sad	cross	dare	gun
cry	broken	bare	fun
obey	fast	cool	recess
asked	faster	color	corner
dirt	bath	lie	sitting
muddy	bathe	lying	stayed
met	choose	neat	sow
boil	empty	wave	fond

tea	cheese	birthday	button
candy	bun	tale	coat
animal	ostrich	garden	jump
brood	ant	stories	flies
balloon	drum	organ	funny
arms	gum	doll	bigger
scare	lame	danger	damp
shine	blind	dull	wet
bone	fur	rags	mad
blood	row	spool	swing
lit	bluff	burnt	besides
lift	hasn't	weak	below
beauty	violet	sweet	higher
moon	branches	ripe	nearer

List C

farmer	swallow	pick	job
beans	waited	cried	stranger
fan	toy	playing	played
frog	hole	buying	fat
hop	tag	peach	beat
arrow	battle	Red Cross	sling

FOURTH GRADE**List A (Ayres Words)**

catch	above	dead	extra
black	express	leave	dress
warm	turn	early	beside
unless	lesson	close	teach
clothing	half	flower	happen
began	father	nothing	begun
able	anything	ground	collect
gone	table	lead	file
suit	high	such	provide
track	talk	many	sight
watch	June	morning	stood
dash	right	however	fix
fell	date	mind	born
fight	road	shall	goes
buy	March	alone	hold
stop	next	order	drill
walk	indeed	third	army
grant	four	push	pretty
soap	herself	point	stole
news	power	within	income
small	wish	done	bought
war	because	body	paid
summer	world	trust	enter

contract	office	something	matter
deal	great	write	use
almost	Miss	expect	thought
brought	who	need	person
less	died	thus	nor
event	change	woman	January
off	wire	young	mean
true	few	fair	vote
took	please	dollar	court
again	picture	evening	copy
inform	money	plan	act
both	ready	broke	been
heart	omit	feel	yesterday
month	anyway	sure	among
children	except	least	country
build	aunt	sorry	meet
understand	capture	press	another
follow	wrote	God	trip
charge	else	teacher	list
says	bridge	November	people
member	check	subject	ever
case	prove	April	held
while	heard	history	church
also	inspect	cause	once
return	itself	study	own
those	always	himself	before

know	steamer °	rule	hear
were	speak	carry	size
railroad	past	chain	December
unable	might	death	dozen
ticket	begin	learn	there
account	offer	wonder	tax
driven	suffer	tire	number
real	built	pair	October
recover	center	question	reason
mountain	front	doctor	fifth

List B

cottage	cellar	chimney	drawer
cupboard	ashes	basement	stove
babies	asleep	king	grandmother
crib	prince	queen	grandfather
chicken	pony	deer	sheep
rabbit	goat	calf	kitten
invite	lawn	thick	mow
goodby	rake	grown	wash
sugar	sunny	cherry	daisy
orange	creek	holiday	bouquet

circus	elephant	tame	trick
cage	monkey	savage	fox
Indian	village	silent	trap
desert	pole	captured	target
angry	worry	smile	die
quarrel	wrong	tired	dying
poem	desk	pupil	program
studying	review	taught	mark
repeat	pray	share	gain
replied	draw	save	aim
needle	sharp	kite	useful
knife	stick	middle	awhile
earth	marble	nickel	iron
gravel	rubber	copper	silver
earn	bank	drop	kept
borrow	sign	dropped	grabbed
usually	rise	arithmetic	example
haven't	taking	geography	truth
naughty	greedy	cute	worse
loud	easily	grave	lazy
habit	join	threw	scream
frown	hired	shook	cries

discover	deliver	bathing	knock
discovered	gather	listen	brick
ditch	haul	drainage	powder
ditches	riding	bottom	fuel
lumber	fruit	barrel	nail
chopped	market	hammer	grocery
brakeman	passenger	owner	guard
team	depot	baggage	manager
cloud	bonfire	steep	playmate
cloudy	canoe	nest	nephew
butterfly	creature	fern	ocean
canary	fairies	smell	palm
beyond	anybody	alive	ourselves
whenever	nobody	frighten	somebody
excuse	tie	quit	grade
explain	tied	grab	lean
carriage	trolley	motor	puncture
wagon	wheel	journey	garage
porch	pail	roof	candle
pump	bucket	stairs	blanket
hang	sink	swim	dive
touch	drove	swimming	skate

twenty	eleven	division	hundred
twelve	fifteen	double	thousand
collar	pocket	umbrella	apron
ribbon	waist	feather	cloak
bushes	berry	peaches	oats
cotton	berries	walnut	crops
grow	frost	caught	patch
grew	rainy	sprinkle	onion
picnic	hungry	autumn	breakfast
lunch	pie	rising	peanuts
chosen	popped	bodies	beggar
clever	beaten	circle	acting
neck	mouse	dime	oak
silly	tail	thirteen	spot
growing	drawing	living	facing
hiring	cutting	making	trying
crown	rich	noise	queer
boast	blossom	noisy	square
called	given	hurry	freeze
cough	laid	pause	tipped
safe	lovely	using	season
safely	loving	laughed	nature

hook	sound	twice	beast
ferry	lettuce	path	dropping
tight	cure	pain	stuck
closet	daily	severe	stare
store	honest	handful	couldn't
butcher	strong	errand	isn't
wood	wrap	smoke	whistle
used	beach	heat	skill
bit	column	rifle	fierce
canteen	march	sword	brave
sailor	allies	fought	victory
captain	hero	fighting	freedom

List C

holly	poppies	knit	painted
fig	raining	planted	tent
biggest	battleship	U-boat	tinfoil
	America	American	flag

ALPHABETICAL LIST OF WORDS

NOTE: Words printed in heavy type are Ayres words.

A	American	autumn	beans
a	among	awake	bear
able	an	away	beast
about	and	awhile	beat
above	angry		beaten
absent	animal	B	beauty
account	another	babies	became
acorn	ant	baby	because
across	any	back	become
act	anybody	bad	bed
acting	anything	bag	bee
add	anyway	baggage	been
after	apple	ball	before
afternoon	April	balloon	began
again	apron	band	beggar
age	are	bank	begin
ago	arithmetic	bare	begun
aim	arm	bark	behind
air	arms	barn	bell
alike	army	barrel	belong
alive	around	basement	below
all	arrow	basket	bent
allies	as	bat	berries
almost	ashes	bath	berry
alone	ask	bathe	beside
along	asked	bathing	besides
also	asleep	battle	best
always	at	battleship	better
am	ate	be	beyond
America	aunt	beach	big

bigger	boy	buying	cause
biggest	brakeman	by	cellar
bill	branch		cent
bird	branches	C	center
birthday	brass	cage	chain
bit	brave	cake	chair
bite	bread	calf	change
black	break	call	charge
blanket	breakfast	called	chase
blind	brick	came	chasing
block	bridge	camp	check
blood	bring	can	cheese
blossom	broke	canary	cherry
blow	broken	candle	chicken
blue	brood	candy	child
bluff	brother	cannot	children
boast	brought	canoe	chimney
boat	brush	can't	choose
bodies	bucket	canteen	chop
body	bud	cap	chopped
boil	bug	captain	chosen
bone	buggy	capture	church
bonfire	build	captured	circle
book	built	car	circus
born	bun	card	city
borrow	burn	care	class
both	burnt	carriage	clean
bottle	bushes	carry	clear
bottom	but	cart	clever
bought	butcher	case	climb
bouquet	butter	cast	cloak
bow	butterfly	cat	clock
bowl	button	catch	close
box	buy	caught	closet

cloth	cover	day	dollar
clothes	cow	dead	done
clothing	crack	deal	door
cloud	cradle	dear	double
cloudy	cream	death	dough
club	creature	December	down
coat	creek	deep	dozen
cold	crib	deer	drainage
collar	cried	delay	draw
collect	cries	deliver	drawer
color	crops	depot	drawing
column	cross	desert	dream
comb	crown	desk	dreamed
come	crumbs	did	dress
coming	cry	didn't	drill
contract	cup	die	drink
cook	cupboard	died	driven
cookies	cure	dig	drop
cooking	curl	digging	dropped
cool	cut	dime	dropping
copper	cute	dinner	drove
copy	cutting	dirt	drum
corn		discover	dry
corner	D	discovered	drying
cost	daily	dish	duck
cottage	daisy	ditch	dug
cotton	damp	ditches	dull
cough	dance	dive	dust
could	dancing	division	dying
couldn't	danger	do	
count	dare	doctor	E
country	dark	dog	each
court	dash	doing	ear
cousin	date	doll	early

earn	fairies	fire	frown
earth	fairy	first	fruit
easily	fall	fish	fry
east	fan	five	fuel
easy	far	fix	full
eat	farm	flag	fun
egg	farmer	flew	funny
elephant	fast	flies	fur
eleven	faster	float	
else	fat	floor	G
empty	father	flour	gain
end	feather	flower	game
enter	fed	fly	garage
errand	feed	follow	garden
even	feel	fond	gate
evening	feet	food	gather
event	fell	foot	gave
ever	felt	for	geese
every	fence	forget	geography
example	fern	fork	get
except	ferry	form	giant
excuse	few	fought	girl
expect	fierce	found	give
explain	fifteen	four	given
express	fifth	fox	glad
extra	fig	free	glass
eye	fight	freedom	go
	fighting	freeze	goat
F	file	Friday	God
face	fill	frighten	goes
facing	find	frog	going
fade	fine	from	gold
fail	finger	front	gone
fair	finish	frost	good

goodby	hall	him	income
goose	hammer	himself	indeed
got	hand	hired	Indian
grab	handful	hiring	inform
grabbed	hang	his	ink
grade	happen	history	inside
grand	happy	hit	inspect
grandfather	hard	hold	into
grandma	has	hole	invite
grandmother	hasn't	holiday	iron
grandpa	hat	holly	is
grant	haul	home	isn't
grave	have	honest	it
gravel	haven't	hook	its
gray	having	hop	itself
great	hay	hope	
greedy	he	horse	J
green	head	hot	January
grew	hear	hour	job
grocery	heard	house	joined
ground	heart	how	journey
grow	heat	however	July
growing	held	hundred	jump
grown	help	hungry	jumping
guard	hen	hunt	June
gum	her	hurt	just
gun	here	hurry	
	hero		K
H	herself	I	keep
habit	hid	I	kept
had	hide	ice	kill
hadn't	high	if	kind
hair	higher	ill	king
half	hill	in	kiss

kissed
kite
kitten
knife
knit
knock
know

L

lady
laid
lake
lame
land
large
last
late
laugh
laughed
law
lawn
lay
lazy
lead
leaf
lean
learn
least
leave
led
left
leg
lemon
less
lesson

let
letter
lettuce
lick
lie
life
lift
light
like
line
list
listen
lit
little
live
living
loaf
log
long
look
lost
lot
loud
love
lovely
loving
low
lumber
lunch
lying

M

mad
made
mail

make
making
mama
man
manager
many
marble
March
march
mark
market
master
matter
May
may
maybe
me
mean
meet
member
men
met
mice
middle
might
mile
milk
mill
mind
mine
Miss
miss
Monday
money
monkey

month
moon
more
morning
moss
most
mother
motor
mountain
mouse
move
mow
Mr.
much
mud
muddy
must
my

N

nail
name
nature
naughty
near
nearer
neat
neck
need
needle
nephew
nest
never
new
news

next	once	passenger	point
nice	one	past	pole
nickel	onion	pasture	pony
night	only	patch	poor
nine	open	path	popped
no	or	pause	poppies
nobody	orange	pay	porch
noise	order	peach	post
noisy	organ	peaches	pound
noon	ostrich	peanuts	powder
nor	other	pen	power
north	our	pencil	pray
nose	ourselves	people	press
not	out	person	pretty
nothing	outside	pet	price
November	over	pick	prince
now	own	picnic	print
number	owner	picture	program
nurse		pie	prove
nut	P	pig	provide
	page	pigeon	pull
O	paid	pink	pump
oak	pail	place	puncture
oats	pain	plan	pupil
obey	painted	plant	puppy
ocean	pair	planted	push
October	palm	play	put
of	pan	played	
off	papa	playing	Q
offer	paper	playmate	quarrel
office	park	please	queen
old	part	pocket	queer
omit	party	poem	question
on	pass		

quilt
quit

R

rabbit
race
rags
railroad
rain
raining
rainy
rake
ran
rang
rat
reach
read
ready
real
reason
recess
recover
red

Red Cross
repeat
replied
report
rest
return
review
ribbon
rich
ride
riding

rifle
right
ring
ripe
rise
rising
river
road
robin
rock
rode
roll
roof
room
rope
rose
round
row
rubber
rule
run

S

sad
safe
safely
said
sailor
same
sand
sat
savage
save
saving

saw
say
says
scare
school
scream
sea
season
see
seed
seem
seen
self
send
sent
set
seven
severe
shadow
shall
share
sharp
she
sheep
shelf
shine
ship
shoes
shook
shop
short
should
shovel
show

shut
sick
side
sight
sign
silent
silly
silver
sink
sir
sister
sit
sitting
six
size
skate
skill
sky
sled
sleep
sling
small
smell
smile
smoke
snow
so
soap
soft
sold
some
somebody
something
son

song	store	taking	threw
soon	stories	tale	thus
sorry	story	talk	ticket
sound	stove	tame	tie
soup	stranger	target	tied
south	street	taught	tight
sow	string	tax	till
speak	strong	tea	time
spell	stuck	teach	tin
spent	study	teacher	tinfoil
spool	studying	team	tip
spoon	subject	tell	tipped
spot	such	ten	tire
spring	suffer	tent	tired
sprinkle	sugar	tenth	to
square	suit	than	today
stairs	summer	thank	toes
stamp	sun	that	told
stand	Sunday	the	tongue
stare	sunny	them	tonight
start	supper	then	took
state	sure	there	top
stay	swallow	these	touch
stayed	sweet	they	town
steamer	swim	thick	toy
steep	swimming	thing	track
stepped	swing	think	train
stick	sword	third	trap
still		thirteen	tree
stole	T	this	trick
stomach	table	those	tried
stone	tag	thought	trip
stood	tail	thousand	trolley
stop	take	three	true

trust
truth
try
trying
turn
twelve
twenty
twice
two

U

U-boat
umbrella
unable
under
understand
unless
up
upon
us
use
used
useful
using
usually

V

very
victory
village
violet
vote

W

wagon
waist
waited
walk
walnut
want
war
warm
was
wash
watch
water
wave
way
we
weak
week

well
went
were
west
wet
what
wheel
when
whenever
where
while
whistle
white
who
why
wife
will
wind
winter
wipe
wire
wish
with
within
without
woman

wonder
wood
word
wore
work
world
worn
worry
worse
would
wouldn't
wrap
write
wrong
wrote

Y

yard
year
yellow
yes
yesterday
yet
you
young
your

